



The New York State Report Card 2011–12

School **ART AND DESIGN HIGH SCHOOL**
School ID **31-02-00-01-1630**
District **NEW YORK CITY GEOGRAPHIC
DISTRICT # 2**
Principal **ERIC STRAUSS**
Telephone **(212) 752-4340**
Grades **9-12**

The New York State Report Card is an important part of the Board of Regents' effort to raise learning standards for all students. It provides information to the public on school/district enrollment and staff, student performance, and other measures of school and district performance. Knowledge gained from the report card on a school's or district's strengths and weaknesses can be used to improve instruction and services to students.

State assessments are designed to help ensure that all students reach high learning standards. They show whether students are getting the knowledge and skills they need to succeed at the elementary, middle, and commencement levels and beyond. The State requires that students who are not making appropriate progress toward the standards receive academic supports.

This report includes:

1 Profile

This section shows comprehensive data relevant to this school's or district's learning environment, including information about enrollment, attendance and suspensions, and staff.

2 Student Performance

This section shows student performance on standardized assessments at the elementary, middle, and commencement levels.

3 Student Outcomes

This section shows outcomes for graduates and non-completers, including post-graduation plans of completers.

For more information:

Office of Information and Reporting Services
New York State Education Department
Room 863 EBA
Albany, NY 12234
Email: dataquest@mail.nysed.gov

1 Profile

School **ART AND DESIGN HIGH SCHOOL**
School ID **31-02-00-01-1630**

District **NEW YORK CITY GEOGRAPHIC DISTRICT #**
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Enrollment

	2009-10	2010-11	2011-12
Pre-K	0	0	
Kindergarten	0	0	0
Grade 1	0	0	0
Grade 2	0	0	0
Grade 3	0	0	0
Grade 4	0	0	0
Grade 5	0	0	0
Grade 6	0	0	0
Ungraded Elementary	0	0	0
Grade 7	0	0	0
Grade 8	0	0	0
Grade 9	346	287	345
Grade 10	441	337	302
Grade 11	401	367	334
Grade 12	202	294	361
Ungraded Secondary	0	0	0
Total K-12	1390	1285	1342

Average Class Size

	2009-10	2010-11	2011-12
Common Branch			
Grade 8			
English			
Mathematics			
Science			
Social Studies			
Grade 10			
English	31	33	33
Mathematics	30	32	32
Science	27	31	32
Social Studies	32	30	29

Enrollment Information

Enrollment counts are as of Basic Educational Data System (BEDS) day, which is typically the first Wednesday of October of the school year. Students who attend BOCES programs on a part-time basis are included in a school's and district's enrollment. Students who attend BOCES on a full-time basis or who are placed full time by the district in an out-of-district placement are not included in a school's or district's enrollment. The state public enrollment includes public school districts, charter schools, and NYSED-operated programs. Students classified by districts as "pre-first" are included in first grade counts. Kindergarten and Pre-K counts include half- and full-day students.

Average Class Size Information

Average Class Size is the total registration in specified classes divided by the number of those classes with registration. Common Branch refers to self-contained classes in Grades 1-6.

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Demographic Factors

	2009-10		2010-11		2011-12	
	#	%	#	%	#	%
Eligible for Free Lunch	708	51%	683	53%	699	52%
Reduced Price Lunch	146	11%	132	10%	158	12%
Limited English Proficient	35	3%	29	2%	23	2%
Racial/Ethnic Origin						
American Indian or Alaska Native	1	0%	3	0%	7	1%
Black or African American	379	27%	351	27%	347	26%
Hispanic or Latino	766	55%	668	52%	692	52%
Asian or Native Hawaiian/Other Pacific Islander	98	7%	112	9%	120	9%
White	146	11%	151	12%	176	13%
Multiracial	0	0%	0	0%	0	0%

Attendance and Suspensions

	2008-09		2009-10		2010-11	
	#	%	#	%	#	%
Annual Attendance Rate		90%		90%		90%
Student Suspensions	48	3%	59	4%	76	6%

Demographic Factors Information

Eligible for Free Lunch and Reduced-Price Lunch percentages are determined by dividing the number of approved lunch applicants by the Basic Educational Data System (BEDS) enrollment in full-day Kindergarten through Grade 12.

Attendance and Suspensions Information

Annual Attendance Rate is determined by dividing the school's (or district's) total actual attendance by the total possible attendance for a school year. A school's (or district's) actual attendance is the sum of the number of students in attendance on each day the school (or district's schools) was open during the school year. Possible attendance is the sum of the number of enrolled students who should have been in attendance on each day the school (or schools) was open during the school year. The state's *Annual Attendance Rate* is a weighted average of all district-level attendance rates.

Student Suspension rate is determined by dividing the number of students who were suspended from school (not including in-school suspensions) for one full day or longer anytime during the school year by the Basic Educational Data System (BEDS) day enrollments for that school year. A student is counted only once, regardless of whether the student was suspended one or more times during the school year.

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Teacher Qualifications

	2009-10	2010-11	2011-12
Total Number of Teachers	80	79	73
Percent with No Valid Teaching Certificate	0%	0%	0%
Percent Teaching Out of Certification	5%	8%	22%
Percent with Fewer than Three Years of Experience	15%	8%	10%
Percentage with Master's Degree Plus 30 Hours or Doctorate	65%	63%	64%
Total Number of Core Classes	335	313	278
Percent Not Taught by Highly Qualified Teachers in This School*	2%	7%	19%
Percent Not Taught by Highly Qualified Teachers in This District**	6%	6%	7%
Percent Not Taught by Highly Qualified Teachers in High-Poverty Schools Statewide	6%	5%	4%
Percent Not Taught by Highly Qualified Teachers in Low-Poverty Schools Statewide	1%	0%	1%
Total Number of Classes	372	359	317
Percent Taught by Teachers Without Appropriate Certification	4%	6%	19%

*Not available at the district or statewide level.

**Not available for charter schools or at the statewide level.

Teacher Turnover Rate

	2008-09	2009-10	2010-11
Turnover Rate of Teachers with Fewer than Five Years of Experience	17%	16%	29%
Turnover Rate of All Teachers	13%	14%	19%

Staff Counts

	2009-10	2010-11	2011-12
Total Other Professional Staff	10	9	8
Total Paraprofessionals*	N/A	N/A	N/A
Assistant Principals	6	5	6
Principals	1	1	1

*Not available at the school level.

Teacher Qualifications Information

The *Percent Teaching Out of Certification* for public schools is the percent doing so on more than an incidental basis; that is, the percent teaching for more than five periods per week outside certification.

Core Classes are primarily K-6 common branch, English, mathematics, science, social studies, art, music, and foreign languages. To be *Highly Qualified*, a teacher must have at least a Bachelor's degree, be certified to teach in the subject area or otherwise in accordance with state standards, and show subject matter competency.

In public schools, a teacher who taught one class outside of the certification area(s) is counted as *Highly Qualified* provided that 1) the teacher had been determined by the school or district through the HOUSSE process or other state-accepted methods to have demonstrated acceptable subject knowledge and teaching skills and 2) the class in question was not the sole assignment reported. Credit for incidental teaching does not extend beyond a single assignment. Independent of *Highly Qualified Teacher* status, any assignment for which a teacher did not hold a valid certificate still registers as teaching out of certification.

In charter schools, a teacher is counted as *Highly Qualified* if the teacher has at least a Bachelor's degree, is certified to teach, and shows subject matter competency. Enabling legislation considers charter school teachers to be certified if they hold any valid teaching certificate. Enabling legislation also permits up to 30 percent (with a maximum of five) of charter school teachers to be without certification and to be considered *Highly Qualified* if they meet all remaining criteria.

High-poverty and *low-poverty* schools are those schools in the upper and lower quartiles, respectively, for percentage of students eligible for a free or reduced-price lunch.

Teacher Turnover Rate Information

Teacher Turnover Rate for a specified school year is the number of teachers in that school year who were not teaching in the following school year divided by the number of teachers in the specified school year, expressed as a percentage.

Staff Counts Information

Other Professionals includes administrators, guidance counselors, school nurses, psychologists, and other professionals who devote more than half of their time to non-teaching duties.

2 Student Performance

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This section contains annual assessment data for students at the elementary, middle, and commencement levels as well as the performance of secondary-level cohorts on standardized achievement assessments.

New York State Testing Program (NYSTP) Assessments

The New York State Testing Program assessments are administered in English language arts (ELA) and mathematics in grades 3 through 8. The Performance Level Descriptors for these assessments are provided below:

English Language Arts

Level 1: Below Standard

Student performance does not demonstrate an understanding of the English language arts knowledge and skills expected at this grade level.

Level 2: Meets Basic Standard

Student performance demonstrates a partial understanding of the English language arts knowledge and skills expected at this grade level.

Level 3: Meets Proficiency Standard

Student performance demonstrates an understanding of the English language arts knowledge and skills expected at this grade level.

Level 4: Exceeds Proficiency Standard

Student performance demonstrates a thorough understanding of the English language arts knowledge and skills expected at this grade level.

Mathematics

Level 1: Below Standard

Student performance does not demonstrate an understanding of the mathematics content expected at this grade level.

Level 2: Meets Basic Standard

Student performance demonstrates a partial understanding of the mathematics content expected at this grade level.

Level 3: Meets Proficiency Standard

Student performance demonstrates an understanding of the mathematics content expected at this grade level.

Level 4: Exceeds Proficiency Standard

Student performance demonstrates a thorough understanding of the mathematics content expected at this grade level.

New York State Alternate Assessment (NYSAA)

The New York State Alternate Assessments are administered in English language arts (ELA) and mathematics to ungraded students with severe cognitive disabilities whose ages are equivalent to graded students in grades 3 through 8 and secondary level. They are administered in science to students with disabilities age equivalent to graded students in grades 4, 8, and secondary level. And they are administered in social studies at the secondary level only.

New York State English as a Second Language Achievement Tests (NYSESLAT)

The New York State English as a Second Language Achievement Tests are administered in grades K through 12 to limited English proficient students.

Secondary-Level Cohorts

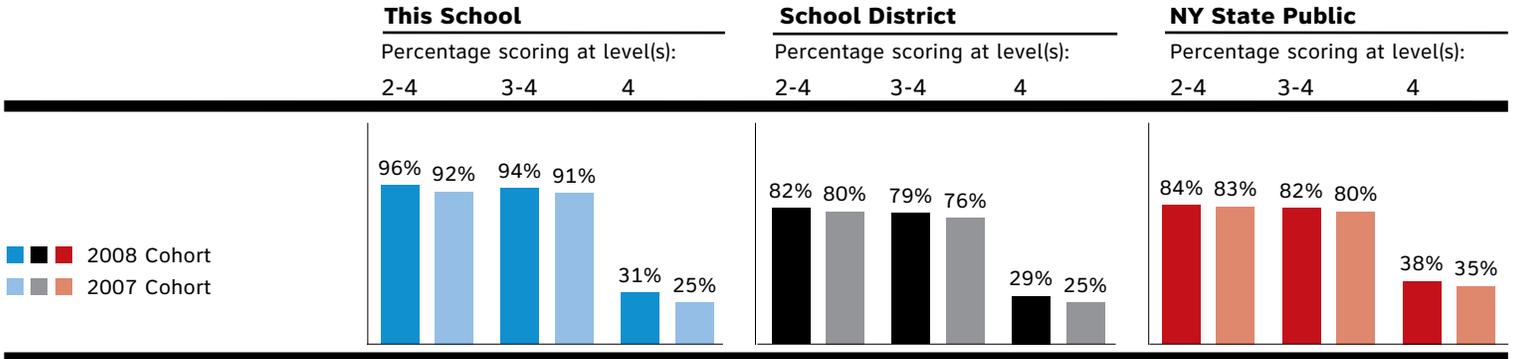
A secondary-level cohort consists of all students who first entered grade 9 anywhere or, in the case of ungraded students with disabilities, reached their seventeenth birthday in a particular year. The 2008 cohort consists of all students who first entered grade 9 anywhere or, in the case of ungraded students with disabilities, reached their seventeenth birthday between July 1, 2008 and June 30, 2009. The 2007 cohort consists of all students who first entered grade 9 anywhere or, in the case of ungraded students with disabilities, reached their seventeenth birthday between July 1, 2007 and June 30, 2008. For more detailed information on cohort definitions, see *Secondary-Level Cohort Definitions* at <http://www.p12.nysed.gov/irs/sirs/>.

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Total Cohort Results in Secondary-Level English Language Arts after Four Years of Instruction



Results by Student Group	2008 Cohort			2007 Cohort				
	Number of Students	Percentage scoring at level(s):			Number of Students	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	331	96%	94%	31%	274	92%	91%	25%
Female	154	96%	95%	38%	143	95%	94%	32%
Male	177	95%	93%	26%	131	89%	88%	18%
American Indian or Alaska Native	1	-	-	-				
Black or African American	87	94%	94%	38%	79	92%	92%	29%
Hispanic or Latino	177	95%	92%	23%	141	90%	88%	21%
Asian or Native Hawaiian/Other Pacific Islander	32	-	-	-	20	95%	90%	20%
White	34	97%	97%	56%	34	100%	100%	35%
Multiracial								
Small Group Totals	33	100%	100%	33%				
General-Education Students	297	96%	95%	34%	243	95%	94%	28%
Students with Disabilities	34	94%	82%	6%	31	74%	68%	3%
English Proficient	325	96%	94%	32%	267	93%	92%	26%
Limited English Proficient	6	100%	67%	0%	7	57%	43%	0%
Economically Disadvantaged	199	97%	96%	27%	178	93%	90%	21%
Not Disadvantaged	132	93%	91%	38%	96	92%	92%	32%
Migrant								
Not Migrant	331	96%	94%	31%	274	92%	91%	25%

NOTES

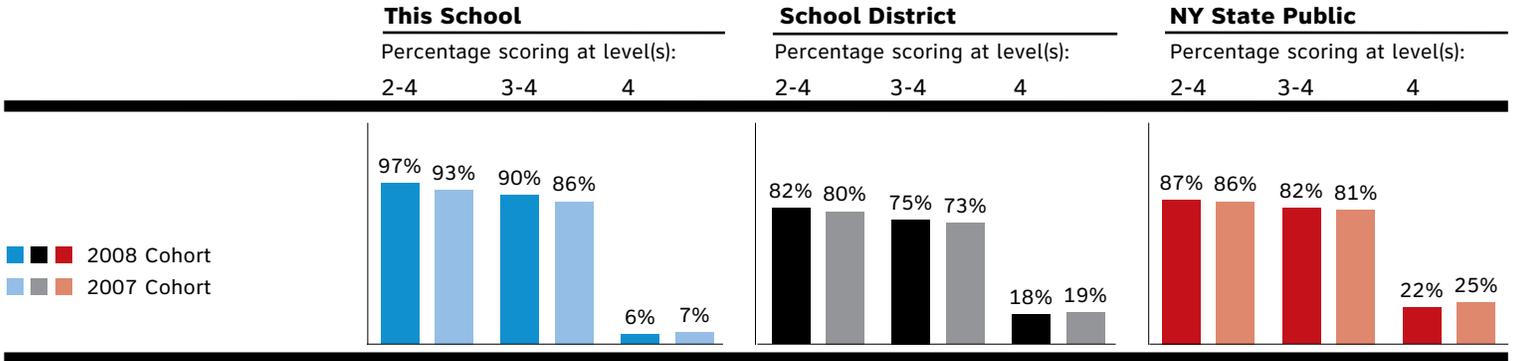
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Total Cohort Results in Secondary-Level Mathematics after Four Years of Instruction



Results by Student Group	2008 Cohort			2007 Cohort				
	Number of Students	Percentage scoring at level(s):			Number of Students	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	331	97%	90%	6%	274	93%	86%	7%
Female	154	97%	92%	5%	143	94%	90%	7%
Male	177	97%	88%	8%	131	92%	83%	6%
American Indian or Alaska Native	1	-	-	-				
Black or African American	87	100%	90%	6%	79	96%	82%	4%
Hispanic or Latino	177	94%	89%	2%	141	90%	86%	8%
Asian or Native Hawaiian/Other Pacific Islander	32	-	-	-	20	95%	90%	10%
White	34	97%	94%	21%	34	97%	97%	6%
Multiracial								
Small Group Totals	33	100%	91%	18%				
General-Education Students	297	98%	93%	7%	243	95%	91%	7%
Students with Disabilities	34	88%	68%	3%	31	74%	48%	0%
English Proficient	325	97%	90%	6%	267	94%	88%	7%
Limited English Proficient	6	83%	67%	0%	7	57%	29%	0%
Economically Disadvantaged	199	98%	91%	4%	178	94%	87%	7%
Not Disadvantaged	132	95%	88%	10%	96	92%	85%	5%
Migrant								
Not Migrant	331	97%	90%	6%	274	93%	86%	7%

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2008 Total Cohort Results in Secondary-Level Global History and Geography, U.S. History and Government, and Science after Four Years of Instruction

	All Students				General-Education Students				Students with Disabilities			
	Cohort Enrollment	Percentage of students scoring:			Cohort Enrollment	Percentage of students scoring:			Cohort Enrollment	Percentage of students scoring:		
		55-64	65-84	85-100		55-64	65-84	85-100		55-64	65-84	85-100
Global History and Geography	331	4%	71%	16%	297	4%	71%	18%	34	6%	65%	0%
U.S. History and Government	331	4%	61%	25%	297	3%	63%	27%	34	6%	50%	12%
Science	331	3%	65%	26%	297	2%	66%	28%	34	15%	62%	3%

New York State Alternate Assessments (NYSAA) 2011-12

Secondary Level	All Students				
	Total Tested	Number of students scoring at Level:			
		1	2	3	4
English Language Arts	0				
Mathematics	0				
Social Studies	0				
Science	0				

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2 Student Performance

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Regents Exams

		All Students				General-Education Students				Students with Disabilities			
		Total Tested	Percentage of students scoring at or above:			Total Tested	Percentage of students scoring at or above:			Total Tested	Percentage of students scoring at or above:		
			55	65	85		55	65	85		55	65	85
Comprehensive English	2011-12	615	94%	87%	33%	544	96%	90%	37%	71	75%	58%	6%
	2010-11	361	97%	94%	30%	320	97%	96%	33%	41	95%	78%	5%
	2009-10	342	94%	88%	21%	301	96%	90%	23%	41	85%	78%	5%
Integrated Algebra	2011-12	396	90%	68%	4%	318	93%	73%	5%	78	76%	46%	1%
	2010-11	363	89%	66%	3%	307	90%	68%	4%	56	86%	50%	0%
	2009-10	420	83%	65%	2%	358	84%	69%	2%	62	77%	42%	0%
Geometry	2011-12	424	77%	52%	2%	385	82%	55%	2%	39	33%	23%	0%
	2010-11	452	73%	48%	2%	412	76%	50%	2%	40	48%	28%	0%
	2009-10	423	76%	52%	1%	395	79%	54%	1%	28	32%	29%	4%
Algebra 2/Trigonometry	2011-12	131	29%	11%	1%	127	—	—	—	4	—	—	—
	2010-11	164	31%	21%	1%	160	—	—	—	4	—	—	—
	2009-10	81	53%	40%	2%	77	—	—	—	4	—	—	—
Global History and Geography	2011-12	423	84%	70%	17%	358	88%	75%	20%	65	62%	42%	0%
	2010-11	465	78%	60%	12%	410	82%	64%	12%	55	49%	31%	5%
	2009-10	522	77%	64%	12%	462	80%	67%	13%	60	55%	43%	2%
U.S. History and Government	2011-12	371	91%	84%	33%	332	94%	89%	35%	39	67%	44%	10%
	2010-11	363	88%	75%	21%	331	89%	77%	23%	32	72%	56%	9%
	2009-10	329	84%	76%	23%	292	86%	79%	25%	37	76%	54%	8%
Living Environment	2011-12	384	95%	85%	29%	322	98%	89%	33%	62	81%	63%	8%
	2010-11	304	93%	83%	20%	262	95%	86%	21%	42	83%	64%	10%
	2009-10	402	89%	79%	15%	345	91%	83%	16%	57	75%	58%	7%
Physical Setting/Earth Science	2011-12	235	78%	57%	11%	201	81%	61%	13%	34	65%	35%	0%
	2010-11	291	77%	55%	7%	261	79%	57%	7%	30	57%	33%	3%
	2009-10	315	70%	51%	7%	278	74%	55%	8%	37	38%	22%	3%
Physical Setting/Chemistry	2011-12	114	82%	44%	1%	109	83%	43%	1%	5	60%	60%	0%
	2010-11	101	89%	72%	1%	99	—	—	—	2	—	—	—
	2009-10	99	81%	49%	0%	98	—	—	—	1	—	—	—
Physical Setting/Physics	2011-12	36	75%	44%	6%	36	75%	44%	6%	0			
	2010-11	51	84%	59%	2%	51	84%	59%	2%	0			
	2009-10	19	79%	53%	0%	19	79%	53%	0%	0			

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2 Student Performance

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Regents Competency Tests

		All Students		General-Education Students		Students with Disabilities	
		Total Tested	Percent Passing:	Total Tested	Percent Passing:	Total Tested	Percent Passing:
Mathematics	2011-12	4	—	0		4	—
	2010-11	18	50%	0		18	50%
	2009-10	18	56%	0		18	56%
Science	2011-12	11	55%	0		11	55%
	2010-11	5	40%	0		5	40%
	2009-10	25	56%	0		25	56%
Reading	2011-12	1	—	0		1	—
	2010-11	1	—	0		1	—
	2009-10	7	71%	0		7	71%
Writing	2011-12	0		0		0	
	2010-11	0		0		0	
	2009-10	8	75%	0		8	75%
Global Studies	2011-12	18	17%	0		18	17%
	2010-11	18	28%	0		18	28%
	2009-10	15	67%	0		15	67%
U.S. History and Government	2011-12	8	38%	0		8	38%
	2010-11	7	57%	0		7	57%
	2009-10	9	56%	0		9	56%

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New York State English as a Second Language Achievement Test (NYSESLAT)

		All Students				General-Education Students				Students with Disabilities						
		Total Tested	Percent of students scoring in each performance level:			Total Tested	Percent of students scoring in each performance level:			Total Tested	Percent of students scoring in each performance level:					
			Begin.	Interm.	Adv.	Prof.		Begin.	Interm.	Adv.	Prof.		Begin.	Interm.	Adv.	Prof.
Listening and Speaking (Grades K-1)	2011-12	0					0					0				
	2010-11	0					0					0				
	2009-10	0					0					0				
Reading and Writing (Grades K-1)	2011-12	0					0					0				
	2010-11	0					0					0				
	2009-10	0					0					0				
Listening and Speaking (Grades 2-4)	2011-12	0					0					0				
	2010-11	0					0					0				
	2009-10	0					0					0				
Reading and Writing (Grades 2-4)	2011-12	0					0					0				
	2010-11	0					0					0				
	2009-10	0					0					0				
Listening and Speaking (Grades 5-6)	2011-12	0					0					0				
	2010-11	0					0					0				
	2009-10	0					0					0				
Reading and Writing (Grades 5-6)	2011-12	0					0					0				
	2010-11	0					0					0				
	2009-10	0					0					0				
Listening and Speaking (Grades 7-8)	2011-12	0					0					0				
	2010-11	0					0					0				
	2009-10	0					0					0				
Reading and Writing (Grades 7-8)	2011-12	0					0					0				
	2010-11	0					0					0				
	2009-10	0					0					0				
Listening and Speaking (Grades 9-12)	2011-12	22	0%	5%	9%	86%	10	0%	0%	0%	100%	12	0%	8%	17%	75%
	2010-11	24	0%	0%	8%	92%	10	0%	0%	10%	90%	14	0%	0%	7%	93%
	2009-10	23	0%	0%	13%	87%	11	0%	0%	18%	82%	12	0%	0%	8%	92%
Reading and Writing (Grades 9-12)	2011-12	22	0%	14%	45%	41%	10	0%	0%	30%	70%	12	0%	25%	58%	17%
	2010-11	24	0%	25%	46%	29%	10	0%	10%	40%	50%	14	0%	36%	50%	14%
	2009-10	23	0%	30%	22%	48%	11	0%	9%	27%	64%	12	0%	50%	17%	33%

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3 Student Outcomes

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High School Completers

		All Students		General-Education Students		Students with Disabilities	
		Number of Students	Percentage of Graduates	Number of Students	Percentage of Graduates	Number of Students	Percentage of Graduates
Total Graduates	2011-12	290		265		25	
	2010-11	255		234		21	
	2009-10	271		244		27	
Receiving a Regents Diploma	2011-12	271	93%	254	96%	17	68%
	2010-11	213	84%	202	86%	11	52%
	2009-10	217	80%	200	82%	17	63%
Receiving a Regents Diploma with Advanced Designation	2011-12	37	13%	36	14%	1	4%
	2010-11	39	15%	39	17%	0	0%
	2009-10	26	10%	26	11%	0	0%
Receiving an Individualized Education Program (IEP) Diploma	2011-12	5	N/A	0		5	N/A
	2010-11	4	N/A	0		4	N/A
	2009-10	3	N/A	0		3	N/A

NOTE

Students receiving Regents diplomas and Regents diplomas with advanced designation are considered graduates; recipients of IEP diplomas are not.

High School Non-completers

		All Students		General-Education Students		Students with Disabilities	
		Number of Students	Percentage of Students	Number of Students	Percentage of Students	Number of Students	Percentage of Students
Dropped Out	2011-12	22	2%	18	2%	4	2%
	2010-11	25	2%	21	2%	4	3%
	2009-10	48	3%	42	3%	6	4%
Entered Approved High School Equivalency Preparation Program	2011-12	6	0%	4	0%	2	1%
	2010-11	3	0%	2	0%	1	1%
	2009-10	12	1%	11	1%	1	1%
Total Non-completers	2011-12	28	2%	22	2%	6	4%
	2010-11	28	2%	23	2%	5	4%
	2009-10	60	4%	53	4%	7	4%

Post-secondary Plans of 2011-12 Completers

	All Students		General-Education Students		Students with Disabilities	
	Number of Students	Percentage of Students	Number of Students	Percentage of Students	Number of Students	Percentage of Students
To 4-year College	122	41%	118	45%	4	13%
To 2-year College	145	49%	125	47%	20	67%
To Other Post-secondary	8	3%	6	2%	2	7%
To the Military	9	3%	8	3%	1	3%
To Employment	3	1%	2	1%	1	3%
To Adult Services	0	0%	0	0%	0	0%
To Other Known Plans	0	0%	0	0%	0	0%
Plan Unknown	8	3%	6	2%	2	7%